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ONTARIO

Department of Education

Regulations, Examinations, and Courses of Study

OF THE

Normal Schools

OF

Ontario

FOR

FIRST CLASS AND KINDERGARTEN-PRIMARY CERTIFICATES

Session 1938-1939

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO
Printed and Published by T. E. Bowman, Printer to the King's Most Excellent Majesty
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FOR

First Class and Kindergarten-Primary Certificates

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Contents

	Page
Important Notice	4
Location	5
Conditions of Admission	5
Other Requirements	6
Application for Admission	6
Sessions, Terms and Vacations	6
Duties of Staff	7
Duties of Teachers-in-Training	7
Text Books	8
Library	8
Religious Instruction and the Literary Society	8
Programme of Studies: First Class Certificates	8
Kindergarten-Primary Certificates	9
Modification of the Courses	9
Order and Grouping of the Courses	10
Apportionment of Time: First Class	10
Kindergarten-Primary	10
Observation and Practice Teaching	11
Sessional Records	12
Final Standing: First Class Final Examinations	13
Interim First Class Certificates	13
Kindergarten-Primary Examinations	14
Observation and Practice Teaching	15
Interim Kindergarten-Primary Certificates	15
Permanent Certificates	16
Appeals	16
Normal Model Schools	17
Urban and Rural Practice Schools	17
Special Provision for North Bay Normal School	17
Courses of Study for Interim First Class Certificates	18
Science of Education	18
School Management	19
English	21
Reading	21
Literature	22
Composition	23
Grammar	24
Spelling	25
Advanced English	25
Library Methods	26
Social Studies	26
Geography	26
History	27
Mathematics	28
Arithmetic	29
Algebra	30
Geometry	30
Science	31
Nature Study	31
Agriculture and Horticulture	32
General Science	33
Health	34
Hygiene	34
Physical Education	35
Arts and Crafts	36
Writing	36
Art	36
Manual Training	38
Music	38
Home Economics	39
Courses of Study for Kindergarten-Primary Certificates	41
Science of Education	41
Kindergarten Principles	41
School Management	41
Kindergarten Practice	41
Adaptation of Kindergarten Activities for Grade I.	42
Other Courses Required for Kindergarten-Primary Certificates	43

IMPORTANT NOTICE

Before an applicant is finally admitted to a Normal School, he must pass a physical examination conducted by a medical examiner appointed by the Minister of Education. The medical examination, for which a fee of $2.00 will be paid by the applicant, will be given at the Normal Schools a few days before or after the opening of the term. The applicant will be given due notice of the time and place at which he is to present himself for the medical examination.

In the event of the rejection of the applicant in consequence of the medical examination, the fee will be refunded and the actual cost of transportation from the Normal School to the applicant's home will be paid by the Department of Education.

REGULATIONS AND EXAMINATIONS FOR FIRST CLASS AND KINDERGARTEN-PRIMARY CERTIFICATES

LOCATION

1. The courses for Interim First Class certificates are given at the Normal Schools at Hamilton, London, North Bay, Ottawa, Peterborough, Stratford, Toronto, and the University of Ottawa, and at the rural and urban schools which are used as practice schools in connection therewith; and those for Kindergarten-Primary certificates at Toronto, if the number of applications justifies the establishment of these courses.

CONDITIONS OF ADMISSION

2. For admission to the First Class course or the Kindergarten-Primary course, the applicant shall submit with his application *one* of the following:—

(1) Certificates that he has passed the Middle and Upper School Departmental examinations under former regulations.

(2) A certificate that he holds from a British University a degree approved by the Minister as to standard and content of the courses.

(3) Certificates that he has passed the Departmental examinations under the present regulations as follows:—

(a) Middle School—
English (Literature and Composition), Algebra, Geometry, Canadian History, Ancient History (or Music), Physics (or Agriculture, Part I), Chemistry (or Agriculture, Part II).

NOTE 1—A certificate of having obtained 40 per cent. on a paper in any one of the following Upper School subjects will be accepted in lieu of credit for the corresponding Middle School paper:
English (Literature and Composition),
Algebra, Geometry, Chemistry.

NOTE 2—The Junior certificate issued by the Toronto Conservatory of Music in History and Harmony, or in any practical subject other than Sight-singing, together with the required Theory, will be accepted in lieu of the Middle School certificate in Music.

(b) Upper School—
English (Literature and Composition), History;
any two of Algebra, Geometry, Trigonometry; and
any two of Latin, Greek, French, German (or Spanish), Biological Science (Botany and Zoology), Physical Science (Physics and Chemistry).

NOTE—The third mathematical subject or the Intermediate certificate issued by the Conservatory of Music in any practical subject other than Sight-singing, together with the required Theory, may be substituted for either Physics or Chemistry.

3. An applicant for the Kindergarten-Primary course shall in addition to the above certificates submit a certificate from competent authority that she is able to sing and to play simple music on the piano or the organ, said certificate to be subject to the approval of the instructor in music at the Normal School when the candidate presents herself at the school.

OTHER REQUIREMENTS

5. Each applicant for admission to a Normal School shall also submit the following documents on official forms to be supplied to him on application to the Deputy Minister:

(1) A statement signed by himself that he applies for admission to a Normal School with the intention of teaching at the earliest opportunity.

(2) An agreement that, if successful in obtaining a teacher's certificate, he will teach thereon in the Provincial schools of Ontario for at least the first year of his subsequent teaching experience.

(3) A certificate from competent authority that he is a British subject, and either a certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or a declaration by one of the parents or other relative or other person cognizant of the fact, that the applicant will be at least eighteen years of age before September 1st of the following year.

(4) A certificate from a clergyman or other competent authority that he is of good moral character.

APPLICATION FOR ADMISSION

6. (1) Application for admission, accompanied by the documents prescribed above, shall be made to the Deputy Minister not later than August 27th on a form to be supplied by him. On receipt thereof the Deputy Minister will send the applicant a card of admission to the course for which he is an applicant, and, without this card he will not be admitted.

(2) Candidates who have appealed against the results of the midsummer examination should apply for admission as above. If successful they will be admitted on the same terms as other applicants.

SESSIONS, TERMS, AND VACATIONS

7. (1) *(a)* The sessions of the Normal Schools for 1938-1939 will begin September 13th at 9 a.m. and end June 9th, and will be divided into two terms, the first, from the beginning of the session in September to the beginning of the Christmas vacation; the second, from the close of the Christmas vacation until the close of the session.

(b) On application to the Deputy Minister, teachers-in-training who are required to re-attend, may enter at the beginning of the second term and remain until the close of the session in June.

(c) Teachers-in-training who, at a previous session, were prevented, through sickness or other compelling cause satisfactory to the Minister, from completing their course, will be permitted to enter at a special date to be determined in each case by the Minister.

(2) There shall be two vacations as follows:—

At Christmas, beginning on December 22nd and ending January 3rd, and at Easter, beginning on Good Friday and ending on the second Monday after Easter Day.

(3) The daily session shall be one of five hours and a half, inclusive of recesses. Saturday shall be a holiday.

DUTIES OF STAFF

8. (1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Normal School shall prescribe the duties of his staff and be responsible for the efficiency of the Normal and the Model Schools. The other members of the staff shall be subject to his authority.

(2) As part of his work of supervision, the Principal shall inspect the Normal and the urban and the rural practice schools as early as practicable in the beginning of each session, and shall prepare a detailed report thereon for the consideration of the Director of Professional Training at his official visit. In the event of immediate action by the Department being, in his judgment, necessary in any case the Principal shall submit promptly a special report thereon for the consideration of the Minister.

(3) Subject to instructions from the Minister, Normal School masters, to be designated by him each year, shall visit, in company with the Public or Separate School Inspector, rural schools in the district in which the Normal School is situated. Such masters shall submit, within a fortnight after their visit, a report of their observations for the consideration of the Minister and the whole staff of the Normal School.

(4) Subject to instructions from the Minister, each member of the Normal School staffs may be required to take part in the work of the Teachers' Institutes at such dates as the Minister may arrange.

(5) *(a)* Concerted work on the part of the Normal and the practice schools shall be secured by frequent conferences of the staffs of both schools.

(b) Especially at the beginning of each session, the Normal School master who takes the Science of Education and the other members of the Normal School staffs shall discuss with the staffs of the practice schools the subjects of General Method and Child Study, and both staffs shall organize and conduct the work of observation and practice-teaching so as to secure a proper co-ordination between it and the principles of General Method as developed in the Normal School classes.

NOTE—It is to be understood that the aim of these discussions is not to set up a rigid uniformity of procedure in observation and practice-teaching, but rather to establish an intelligent connection between theoretical principles on the one hand and their practical applications on the other.

(6) When, notwithstanding the certificate prescribed on page 4, a teacher-in-training is reported to the Minister by the Principal as being physically unfit, the Minister may order a special medical examination of such teacher-in-training, and, as a result thereof, may direct the Principal to dismiss him from attendance.

(7) The Principal may, at any time during the session, dismiss from the school teachers-in-training who, in his judgment and that of the staff, are unduly defective in scholarship, personality, or other qualities desirable in a teacher, or whose conduct or progress is unsatisfactory.

DUTIES OF TEACHERS-IN-TRAINING

9. (1) Teachers-in-training shall board and lodge at such houses only as are approved of by the Principal.

(2) They shall attend the classes regularly and punctually, and shall submit to such discipline and direction as the Principal may prescribe.

(3) For the welfare of the women teachers-in-training, the Minister has appointed at each Normal School a member of the staff of their own sex to have oversight, during the session, of the social life of these students. This teacher is at all times accessible to the women students for consultation and advice.

TEXT-BOOKS

10. (1) The text-books for the academic work shall be those prescribed in each subject for the High Schools.

(2) The academic text-books which form the bases for the professional work in the various courses shall be as follows:—

(a) First Class: The text-books prescribed for the courses of study of Grades I to X.

(b) Kindergarten-Primary: The text-books prescribed for Grades I and II.

(3) The professional text-books are those whose titles are printed in italics in the Courses of Study.

LIBRARY

11. Under the direction of the Librarian and the other members of the staff, the library shall be constantly used for consultation by the teachers-in-training. To this end it contains a supply of books of general literature, the principal magazines and educational journals, and an adequate number of copies of each of the most important professional books of reference. The library is also supplied with tables for reading and study.

RELIGIOUS INSTRUCTION AND THE LITERARY SOCIETY

12. (1) Religious instruction is provided by local clergymen of the different denominations.

(2) A literary society for general culture and for professional advancement shall be established in each Normal School, and shall be fostered by the staff as an important part of the course of study. All the teachers-in-training shall become members of this society, and shall attend the meetings regularly. The programmes for the meetings should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays. Special lectures may be provided by the Minister.

PROGRAMME OF STUDIES

A. First Class Certificates

13. (1) The courses of study for Interim First Class certificates shall consist of the following:—

Science of Education, School Management, Literature and Advanced Reading, Composition, Grammar, Arithmetic, History, Geography, Algebra and Geometry, General Science, Advanced English, Primary Reading, Spelling, Nature Study, Agriculture, Vocal Music, Art, Writing, Physical Education, Manual Training, Home Economics (for women), Hygiene.

Group II.

Observation and Practice-teaching in the various Grades of the urban and rural practice schools, together with observation in the Kindergarten.

Group III.

Library Methods, Religious Instruction, and the work of the Literary Society.

(2) Concurrently with the special methodology of the courses, there shall be a review from the standpoint of pedagogy of the academic subjects of the course of study of the Public and Separate Schools, and such an extension of the academic subjects as time will permit.

B. Kindergarten-Primary Certificates

14. The courses of study for the Interim Kindergarten-Primary certificate shall consist of the following as defined herein:

SECTION A. Science of Education, Kindergarten Principles, School Organization and Management.

SECTION B. The special methodology of the following subjects of the Kindergarten and Grades I and II:—

(1) The subjects of Kindergarten Practice.
(2) The subjects of Grades I and II as follows:—
(a) Spelling, Composition, Nature Study and Geography, Arithmetic.
(b) Literature, Reading, Writing, Art, Manual Training, Needlecraft, Vocal Music, Hygiene, Physical Education, Library Methods.

SECTION C: Supervised Observation and Practice-teaching in the Kindergarten and Grades I and II of the practice schools.

NOTE—The courses in Section B (2) *(a)* shall include a review of the academic work from the standpoint of the methodology and the requirements of the Kindergarten and Grades I and II; and in Section B (2) *(b)* such extension of the academic courses as time will permit.

MODIFICATION OF THE COURSES

15. (1) The course in Reading shall include oral practice therein in the Literature class throughout the whole of the session.

(2) In the case of individuals who require additional provision, the course in Writing shall be accompanied and followed by home exercises derected and examined by the master so long as he may deem it necessary.

(3) The course in Spelling shall be taken up at the beginning of the session and shall be for the instruction and the guidance in self-improvement in this subject of the teacher-in-training.

(4) In the oral examinations and exercises in Vocal Music the instructor will give due consideration to the claims of the candidates who report themselves as incapable of learning to sing, provided that such claims are presented to the instructor at the beginning of the session. In no case, however, shall such consideration involve exemption from attendance at the classes or from the written examinations in the subject. If any candidate is unable to teach music that fact will be stated on his certificate.

ORDER AND GROUPING OF THE COURSES

16. (1) In determining the order and the grouping of the courses, due regard shall be had to the character of each subject and to the logical development of the courses.

(2) The principle of correlation shall be kept constantly in view as being of special importance in the methodology of each of the courses.

(3) *(a)* The courses in Science of Education, School Management, Literature, Composition, Grammar, Arithmetic, Home Economics, Music, Art and Physical Education will begin at the opening of the session and will continue until completed.

(b) The courses in the other subjects shall begin at such dates as the Principal may decide in accordance with the requirements of the courses and of the general organization and will continue until completed.

(4) The course in the special methodology of each subject shall be introduced by a few lessons of a general character, embracing the application of the principles of general methodology to the teaching of the subject. These introductory lessons shall be followed by a series of a more detailed character, dealing with:—

(a) The selection and the organization of the subject matter for the school Grades, taken in order, from the standpoint of presentation to the pupils.

(b) The discussion of methods of teaching, including typical lesson plans, accompanied by an academic review of the courses for Grades I to X and by the prescribed extension of the academic courses.

(c) The various courses shall be taken up in terms of the courses for Grades I to X, the provisions of which shall be constantly kept in mind.

APPORTIONMENT OF TIME

17. The programme of instruction for each class in the course, exclusive of observation and practice-teaching, will require about twenty-five class periods of forty-five minutes each weekly, or the equivalent thereof, during the session. The total number of periods for each subject shall be as nearly as practicable as indicated below. The length of each period shall be subject to the approval of the Director of Professional Training.

A. First Class

(1) The class periods shall be distributed among the various courses for the Interim First Class certificate, exclusive of observation and practice-teaching, approximately as follows: Science of Education, 50; School Management, 40; Literature, 40; Composition, 40; Grammar, 30; Advanced English, 30; Arithmetic, 40; Algebra, 15; Geometry, 15; History, 30; Geography, 40; Reading, 20; Spelling, 10; General Science, 40; Nature Study, 40; Agriculture, 40; Music, 50; Art, 50; Writing, 25; Manual Training, 40; Home Economics, 40; Hygiene, 25; Physical Education, 40; Library Methods, 10; Religious Instruction, one period a week.

B. Kindergarten-Primary

(2) Subject to such modifications as the Principal of the Normal School may deem necessary:—

(a) The number of lessons in Kindergarten Principles and Practice shall be: 40 in Kindergarten Principles; 30 in Building Activities; 30 in Occupations; 30 in Stories and Language Training; and 30 in Songs, Games, and Rhythmic Activities.

(b) The number of lessons in each of the other subjects, shall, subject to the approval of the Principal, be the same as those for each of the corresponding courses for First Class certificates.

OBSERVATION AND PRACTICE-TEACHING

18. (1) In order that the teachers-in-training may begin early the observation and the practice-teaching, an introductory course shall be taken up in the following order:—

(a) An outline study of the fundamental laws of teaching, which should be presented through the Ontario Normal School Manual, *The Principles of Method.*

(b) A supervised series of not less than eight demonstration lessons in the different Grades of the practice schools. Each of these lessons should be discussed with the teachers-in-training by the Normal School master in charge of the subject concerned.

(2) One lesson a day shall be given to the work in (1) *(a)*, which shall begin as soon as the organization is completed, the total number of lessons being about twenty. The demonstration lessons shall begin in the third week and shall continue for about two weeks.

(3) Each week throughout the session a demonstration lesson shall be taught by a member of the Normal School staff before the assembled teachers-in-training. At a later time the teacher should discuss the lesson in the light of the principles of pedagogy with the various classes in the Normal School.

(4) The teachers-in-training shall be divided into suitable groups, and the work of observation and practice-teaching, including observation in the Kindergarten, shall be taken up systematically per time-table arranged from time to time. At least that group to which the teacher-in-training belongs shall be present at the discussion on his observation and practice-teaching lessons.

(5) The observation and practice-teaching lessons for each teacher-in-training shall be arranged so as to cover, in as many of the subjects as possible, the work of Grades I to X.

(6) The practice teaching shall be conducted according to the following plan:

(a) In the early part of the session each teacher-in-training shall teach one lesson a week in the practice school for a period of from six to ten weeks as the Principal may determine.

(b) The teachers-in-training shall then be divided into not more than four sections, and each section shall be sent in succession in groups of not more than three to the practice schools for a week at a time. During the week each teacher-in-training should have opportunity of teaching two or more lessons in succession, and towards the close of the week should have charge of the classroom for a half day.

(c) Assignments of the lessons to be taught shall be made by the critic teachers, subject to the supervision of the Principal and members of the staff of the Normal School.

(d) Each teacher-in-training shall submit to the Normal School master in charge of the subject or to the critic teacher a plan of the lessons referred to in (*a*) above. In the case of the lessons referred to in (*b*), plans shall be submitted as directed by the Principal.

(e) At the close of school each day the work shall be discussed by the critic teachers, the teachers-in-training, and the Normal School masters when present, with reference to the application of principles of teaching and to the management of the classes. The valuation of the lesson shall be determined by the master in conference with the critic teacher. The teacher-in-training shall be given no information as to the marks assigned to the lessons.

(f) Each teacher-in-training shall submit a criticism each week of one of the practice lessons referred to in *(a)*, and such other criticisms of the lessons referred to in *(b)* as the Principal may direct.

(g) The maximum marks assigned to each practice lesson and to each written lesson report shall be 100.

(h) When more than one lesson is taught in a day, each shall be valued on the basis of 100, up to a maximum of four lessons. If more than four lessons are taught, the best four shall be valued.

(7) The necessary applications of the Science of Education and of Special Methodology shall be made systematically by both the Normal School masters and the critic teachers in connection with the observation lessons and the practice-teaching, so that the course may be taken up in terms of the child's mind and growth. Throughout the course, the master in charge of the Science of Education shall himself formally illustrate by actual teaching the principles he has discussed in class.

(8) In the Kindergarten-Primary course, the minimum total number of observation and practice-teaching lessons for each teacher-in-training shall be as follows, the numbers being increased at the discretion of the Principal to suit the necessities of individual cases:—

(a) In the Kindergarten Grade, observation lessons, 25; practice-teaching lessons, 20.

(b) In Grade I, observation lessons, 15; practice-teaching, 10.

(c) In Grade II, observation lessons, 15; practice-teaching, 10.

SESSIONAL RECORDS

19. (1) The Sessional Records shall consist of the records of the oral and the written class tests, the practical work, the practice in valuing answer papers of practice school pupils, and, where held, the term examinations in the subjects.

(2) The general attitude of the teacher-in-training towards the work, his adaptability to teaching, and the probability of his future success as a teacher shall be taken into consideration in determining his sessional standing.

(3) A teacher-in-training who in any subject obtains 66 per cent. of the marks assigned to that subject on the sessional records for term work, class tests, and term examinations may, on the recommendation of the staff, be exempted from the final examination in the subject.

FINAL STANDING

First Class Final Examinations

20. (1) The final examination papers in Group I will be prepared by the Department and will be uniform for all the schools. The answer papers will be read in the Department by committees selected from the Normal School staffs.

(2) The maximum number of marks for each subject in Group I shall be 200, of which 100 marks shall be allowed for sessional records and 100 for the final examination.

(3) The maximum marks for observation shall be 500, and for practice-teaching, 1,000.

Interim First Class Certificates

21. (1) A teacher-in-training who holds the academic requirements of the First Class Course and who at the final examinations obtains 60 per cent. of the marks in each subject of Group I and 66 per cent. of the marks in each of the divisions of Group II, may, on the recommendation of the staff, be granted an Interim First Class certificate, valid for four years.

(2) A teacher-in-training who holds the academic requirements of the First Class Course and who fails in not more than four subjects of Group I, and who passes in Group II, may be exempted from further attendance and may complete his standing for an Interim First Class certificate by rewriting at one annual examination or separately at different annual examinations, the examination in the subject or subjects in which he failed, but no allowance shall be made for sessional records at such examinations.

(3) All other candidates who have failed to obtain the necessary final standing will be required to attend another session, beginning after Christmas vacation, and repeat the course.

(4) Candidates who for any cause are required to attend another session, in whole or in part, will make application to the Deputy Minister for a card of admission.

(5) Candidates who hold Interim or Permanent Second Class certificates may, if academically qualified, obtain Interim First Class certificates by passing the final written and practical examinations of the course for Interim First Class certificates in Algebra and Geometry, Advanced English, and General Science. Such candidates should apply to the Deputy Minister for permission to take these examinations, should give the number and date of their Interim Second Class certificates, and should submit certificates showing that they have passed the Upper School Departmental examinations.

(6) *(a)* Candidates who hold High School Assistants' certificates may qualify for Interim First Class certificates by attending a Normal School for the second term, passing the final examinations in Agriculture, Arithmetic, Composition, Grammar, History, Primary Reading and Spell-

ing, Geography, General Science, Nature Study, Art, Music, Physical Education, Manual Training, and (for women) Home Economics of the course for Interim First Class certificates, and satisfying the examiners that they are able to teach these subjects.

(b) After three years' successful teaching experience in a Public, Separate, or Continuation Grade B or C School candidates who qualify under this regulation will be granted Permanent certificates on the recommendation of the Inspector or Inspectors under whom the required teaching experience was obtained.

(7) Candidates who have been exempted by the Minister of Education from attending at a Normal School on account of equivalent training in other provinces or countries and who are required to write on the final Normal School examinations for interim certificates will take all final examinations in the subjects of Group I and will also satisfy the examiners by teaching and other tests that they are competent to direct the practical work in the subjects covered by the certificates for which they are candidates. These examinations may be taken together at one annual examinaor separately at different annual examinations.

(8) The pass standard for all candidates exempt from attendance is the same as that for teachers-in-training in attendance, but no allowance will be made for sessional work.

(9) The final examinations in Vocal Music and Physical Education for candidates exempt from attendance will include written tests, and also practical tests, to each of which 100 marks will be assigned.

(10) Candidates exempt from attendance shall take their practical tests in Group II at such times during the session as may be decided upon by the Principal. They shall take their examinations in the subjects of Group I on dates set apart for the examination of candidates in attendance. The time table for the written examination will be issued in April.

(11) Candidates who hold British Teachers' certificates obtained after two years' attendance at a Teachers' Training College and whose academic standing is accepted by the Minister of Education as the equivalent of that required for admission to the First Class course may qualify for Interim First Class certificates by passing the Normal School First Class written and practical examinations in the subjects of Group I.

Kindergarten-Primary Examinations

22. (1) For the purpose of determining the final standing of teachers-in-training in the Kindergarten-Primary Course, examinations will be conducted in the following subjects:—

Kindergarten Principles, School Organization and Management, Science of Education, Kindergarten Practice (four papers), Composition and Literature, Arithmetic, Reading and Spelling, Writing, Art, Vocal Music, Hygiene, Physical Education, Nature Study and Geography, Manual Training, Needlecraft.

(2) In these subjects the final examination papers will be prepared by the Department and the answer papers will be read in the Department.

(3) *(a)* The maximum marks in the final examination for each subject except Kindergarten Practice shall be 100 for the sessional records and 100 for the final examination.

(b) The maximum marks for Kindergarten Practice shall be 800—100 being allowed for practical work in each of the four divisions, and 100 for each of the four papers. For each of the other subjects, the maximum marks shall be 200—100 being allowed for sessional records and 100 for the final examination.

(4) Credit for sessional records shall be determined in the manner specified in Section 19.

Observation and Practice-Teaching

23. (1) The marks counted in estimating the final standing of the teacher-in-training in observation and practice-teaching shall be those awarded her during the session for the lessons taught in the practice schools.

(2) The maximum marks for observation in the Kindergarten shall be 250; in Grade I, 150; in Grade II, 100. The maximum marks for practice teaching in the Kindergarten shall be 500; in Grade 1, 250; in Grade II, 250.

Interim Kindergarten-Primary Certificates

24. (1) A teacher-in-training who at the final examinations obtains 60 per cent. of the marks in each subject of the written examination, and 66 per cent. in each of observation and practice-teaching may be granted on the recommendation of the staff an Interim Kindergarten-Primary certificate, which shall be valid for four years in a Kindergarten, a Kindergarten-Primary, a First Grade, or a Second Grade.

(2) A teacher-in-training who at the final examinations fails to obtain a Kindergarten-Primary certificate, but who makes at least 66 per cent. in each of observation and practice-teaching, and who falls below the 60 per cent. standard in not more than four subjects, may on the recommendation of the staff, be exempted, as provided in (6), below, from further attendance at a Normal School in order to obtain a certificate. Others who have failed are required to attend from the beginning of the second term until the close of the session in June and repeat the course.

(3) The holder of an Interim Kindergarten-Primary certificate may be granted, if academically qualified, an Interim First Class certificate provided she has attended for the second term the courses at a Normal School for said certificate and has passed the tests therefor at the final examinations; but the Principal of the Normal School may exempt such candidate from all or from parts of the courses which are the same for the First Class as for the Kindergarten-Primary certificate. Such candidate's work in observation and practice-teaching may be confined to the forms beyond Grade I, the number of observation lessons and of practice-teaching lessons being determined by the Principal.

(4) The holder of a Permanent Second Class certificate, an Interim First Class certificate, or an Interim High School Assistant's certificate may be granted an Interim Kindergarten-Primary certificate provided

that she has attended the course for a Kindergarten-Primary certificate from January to June and has passed the tests therefor at the final examinations, but the Principal of the Normal School may exempt such candidate from all or from parts of the courses which are the same for the Kindergarten-Primary and the First Class or High School Assistant's certificate.

(5) The holder of a Kindergarten Directors' Certificate obtained under previous Regulations may be granted, if academically qualified, an Interim Kindergarten-Primary certificate provided that she has attended for at least the second term of the courses at a Normal School in the Kindergarten-Primary and First and Second Grade subjects and has passed the final examinations connected therewith. Such candidate's work in observation and practice-teaching may be confined to Grades I and II.

(6) Candidates who are hereafter exempted from attendance at a Normal School as provided in 24 (2) above, may take the examination or examinations in the subject or subjects in which they failed, but there shall be no allowance for the sessional marks obtained during attendance at the Normal School. These examinations may be taken together at one annual examination or separately at different annual examinations.

(7) A teacher holding a Permanent Second Class, an Interim or Permanent First Class, or High School Assistant's certificate may be admitted to Summer Courses for a Kindergarten-Primary certificate and, if successful in passing the final examination in connection therewith, may be granted an Interim Kindergarten-Primary certificate valid for two years. Such Interim certificate will be made permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully thereon in one or more of the schools of the Provincial system for at least two years. See (8) below.

(8) Interim Kindergarten-Primary certificates obtained from attendance at Summer Courses shall cease to be valid on the expiration of the holder's Interim First Class or High School Assistant's certificate and no Kindergarten-Primary certificate obtained from a Summer Course shall be made permanent until the holder is in possession of a Permanent First Class or Permanent High School Assistant's certificate.

RECOMMENDATION—The holders of Kindergarten and of Kindergarten-Primary certificates are recommended to obtain, by attending the Summer Courses provided by the Department, one or more Elementary certificates in Art, Vocal Music, Manual Taining, Home Economics, and Physical Education. By so doing, those whose time is occupied in the forenoon only may take part in the work of the other grades of the school in the subjects covered by the aforesaid certificates.

PERMANENT CERTIFICATES

Kindergarten-Primary, Second, and First Class

25. The Regulations regarding Permanent certificates are contained in Circular 72, which may be obtained on application to the Department.

APPEALS

26. A candidate who has passed in Practice-teaching, but has failed at an examination for a First Class or Kindergarten-Primary certificate may have his case reconsidered if, *within two weeks after the announcement*

of the results, his appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister, accompanied by a fee of $2.00 per paper. This fee will be returned to the candidate if the appeal is sustained.

NORMAL MODEL SCHOOLS

27. (1) The terms of the Normal Model Schools at Ottawa and Toronto shall correspond with those of the Public and Separate Schools. The Regulations of the Department of Education with regard to pupils and teachers in Public and Separate Schools shall apply to the teaching staff and to the pupils of the Normal Model Schools, subject to any modifications that may be made from time to time by the Minister of Education.

(2) In the discharge of their duties, the assistant teachers of each Normal Model School shall be subject to the authority of the Headmaster of the Normal Model School, who shall himself be subject to the authority of the Principal of the Normal School and responsible to him for the management and efficiency of the school under his charge.

THE OTHER URBAN AND THE RURAL PRACTICE SCHOOLS

28. (1) The Principals and teachers of the other urban and rural practice schools shall be subject to the authority of the Principal of the Normal School concerned for the purpose of the Normal School only, and shall discharge the duties required by the regulations of the Department satisfactorily to the said Normal School Principal. In the event of any dispute between the Principal of the Normal School and any Principal or the teacher of any class in regard to any matter affecting the Normal School, the question in dispute shall be submitted for settlement to the School Board concerned, and, in the event of continued disagreement, to the Minister of Education, whose decision shall be final.

(2) Every teacher of the practice schools in charge of a class-room set apart for observation and practice-teaching, shall receive the teachers-in-training into his or her class-room for the aforesaid purposes, and all teachers concerned in any way in the courses of instruction required by the Department for the Normal School shall keep such class records and make such reports as may be required by the Minister of Education or the Regulations of the Department.

(3) The Principal of the Normal School shall be permitted on consultation with the principals of the practice schools to arrange the time-table and such other practical details of organization as may be necessary for the purposes of the Normal School, and any question in dispute shall be referred to the School Board, and, in the event of continued disagreement, to the Minister of Education whose decision shall be final.

SPECIAL PROVISION FOR THE NORTH BAY NORMAL SCHOOL

29. (a) At the North Bay Normal School the Department of Education will assist teachers-in-training who have been in attendance and whose ordinary places of abode are in the Districts of Ontario by refunding to each such teacher-in-training the cost, in excess of Five Dollars, of the railway or boat fare from his home to the school in September and to his home at the close of the session.

COURSES OF STUDY FOR INTERIM FIRST CLASS CERTIFICATES

SCIENCE OF EDUCATION

The aim of the course in the Science of Education is to give the teacher an understanding (1) of the meaning and purpose of education, (2) of the means of accomplishing this purpose, (3) of the principles underlying the learning process. In brief the aim is to give the teacher a rational foundation for his educational practice.

The Nature and Purpose of Education

(a) Education as growth; conditions of growth; varieties of stimuli; types of response.

(b) Aims in education; the social aim; the individualistic aim; the true aim; examination of various statements of the aim in education.

(c) Educational agencies; formal and informal education; the function of the school, the home, the church, the state and the vocation as educational agencies.

(d) Experience; the function of direct and indirect experience.

(e) The school curriculum as a agency in providing the child with useful experience; the course of study as the embodiment of valuable race experience.

The Learning Process

(a) Learning as habit formation; habits informally developed and consciously acquired; stages in the formation of habit; value of habit.

(b) Learning as acquisition of knowledge; principles underlying the process.

(c) Learning as acquisition of attitudes and ideals; conditions of emotional and volitional growth.

(d) The laws of learning; effect, exercise, recency.

The Teaching Process

(a) Teaching and habit formation; habit through free expression and conscious effort.

(b) Teaching and the acquisition of knowledge:

(i) Lesson units; principles governing selection.

(ii) Lesson assignments; text-book and reference book assignments, the Dalton plan, the "unit" assignment, the project or enterprise.

(iii) The drill and the review.

(iv) Motivation in the teaching process; adjustment of school lessons to tendencies and capacities; aims in class-room activities.

(v) The reconstruction of experiences; meaning of analysis and synthesis; interplay of the processes; the so-called "step of preparation."

(vi) Particular and general ideas; how acquired; relative importance.

(vii) Expression and application; similarity and difference; phases of reconstruction; importance of exercises in expression and application; relation of expression to impression.

(viii) Historical background of lesson procedure.

(*c*) Teaching and the development of attitudes and ideals; the importance of the teacher's personality, association with others, the management of the school, and the course of study in the development of desirable emotional and volitional attitudes in children.

(*d*) Questioning: its value and limitations in leading pupils to acquire knowledge.

(*e*) Examinations: types and values; standard tests; intelligence and achievement tests.

Characteristics of Children

The characteristics of children at various stages in their development, and the significance of these characteristics in the selection and presentation of the materials of education and in the management of the school; varying types of children; mental hygiene; treatment of abnormal and "problem" children.

Books of Reference

Ontario Normal School Manual: *Principles of Method.*
Ontario Normal School Manual: The History of Education.
Bagley: The Educative Process.
Bagley: Standard Practices in Teaching.
Ballard: The New Examiner.
Drummond: The Child, His Nature and Nurture.
Fletcher: Psychology in Education.
Hughes and Hughes: Learning and Teaching.
Kilpatrick: Foundations of Method.
Lincoln and Workman: Testing and the Uses of Test Results.
Monroe and Streitz: Directing Learning in the Elementary School.
Morgan: The Psychology of the Unadjusted School Child.
Nunn: Education, its Data and First Principles.
Pressey: Psychology and the New Education.
Sandiford: Educational Psychology.
Symonds: Mental Hygiene of the School Child.
Thorndike: Principles of Teaching.
Tiegs: The Management of Learning in the Elementary Schools.
Wallin: Personality Maladjustments.
Yoakam and Simpson: An Introduction to Teaching and Learning.

SCHOOL MANAGEMENT

The aim of the course in School Management is to guide the teacher in providing the best material environment to facilitate the learning pro-

cess and to establish in children those habits and ideals which are the basis of good citizenship.

Meaning of School Management: Organization and government; co-operation of educational agencies; moral training of children; the relation of the school to the community; types of schools; government.

The Pupil: Privileges and duties; health conditions; formation of good habits; seating; nature and causes of fatigue.

The Teacher: Qualifications and characteristics of the successful teacher; his duties in relation to the child, parents, and other citizens; his relation to the principal and the inspector; his code of ethics.

The Modern School: The building; the classrooms; the play-ground; equipment; the importance of sanitary conditions.

Organization: Grading of pupils; method of classification; promotion; the care of the individual; the care of abnormal children.

The First Day in School: Importance of the teacher's work and attitude on the first day.

The Time-Table: Its purpose; the principles involved in its construction; typical time-tables for both graded and ungraded schools.

Records and Reports: Methods of keeping the daily and general registers; value of school records; forms of reports; annual report.

Discipline: The scope of discipline; its relation to methods of teaching; fire drill; mechanized daily routine; relation of seat work and home work to school discipline; causes of disorder and inattention; methods of dealing with weaknesses and offences; incentives; penalties.

School Law and Regulations: The Ontario Schools Acts and Regulations in so far as they pertain to the duties of school boards, teachers and pupils.

The following shall be included amongst the topics taken up under School Law and Regulations:

Agreements between teachers and school boards.

Duties and powers of teachers and inspectors; the payments of the grants and other matters directly affecting the teacher, trustees, and school.

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeals to inspectors, etc.

Penalties and prohibitions regarding the buying and selling of text-books and school supplies.

Note 1.—Attention should be given in the discussion to the historical development of forms of school organization and management.

Note 2.—The Normal School principal should secure from the Department sufficient specimen pages from the authorized school registers and sufficient printed directions to insure adequate instruction in proper methods of keeping the required records.

Books of Reference:

Ontario Normal School Manual: *School Management.*
Regulations and Courses of Study of the Public and Separate Schools.
Ontario Schools Acts.
Bagley: Class Management; Discipline.
Baynes: Rural School Management.
Bennett: School Efficiency.
Bogoslovsky: The Ideal School.
Dougherty, Gorman and Phillips: Elementary School Organization and Management.
Freeland: Modern Elementary School Practice.
Inspectors of Ontario: The Training of Teachers in Service.
Kennedy: The Teacher in the Making.
Lane: Teachers' Guide Book to the Activity Programme.
Lowth: Everyday Problems of the Country Teacher.
Mead and Orth: The Transitional Public School.
Pullian: Extra Institutional Activities of the Teacher.

ENGLISH

The aim of the course in English is to prepare the teacher to lead children (1) to feel a pride in the clear, accurate, graceful, and fluent use of their language, (2) to understand the principles underlying its correct use so that they may use it rationally, (3) to obtain the meaning of a selection rapidly and to express this meaning clearly either by expressive oral reading or by a coherent oral summary, (4) to admire and enjoy what is best in our literature, (5) to find ideals of behaviour in the actions of worthy personages in the books they read, and (6) to find in reading a means of pleasant and profitable employment of leisure.

While all phases of language work should be correlated and integrated in one harmonious whole, it will facilitate the analysis of plans for attaining the ends stated above if the traditional division into literature, reading, composition, grammar, and spelling is maintained here. These divisions should not be regarded as separate departments distinct from one another, but rather as interrelated aspects of the same general activity.

READING

Purpose: To prepare the teacher to give children (1) a mastery of the mechanics of reading, (2) an ability to glean information quickly and accurately from the printed page, (3) a training in oral reading in order that they may convey to listeners in the most effective way the meaning and feeling of a selection, (4) practice in distinct enunciation, correct pronunciation, and expressive tone, and (5) a means of enjoyment through books.

Introductory: Processes involved in reading; relation of ideas to symbols; associations of visual, auditory, and motor images in reading; conditions of the formation of accurate visual and auditory impressions; necessity of connecting the printed word directly with the idea; function and value of sight reading, silent reading, oral reading; diagnosis of common reading deficiencies; remedial treatment.

Primary Reading: Requisites of reading readiness; influencing factors; means of fostering; associating meaning with symbols—labelling objects, observing printed signs, using bulletin board for posting news and information, directing action games, etc.; various methods of teaching beginners; advantages and disadvantages of each; recent attitude of educators towards phonics; devices for securing rapid word recognition; devices for fixing attention on the thought as well as upon word forms; stages in primary reading; the pre-primer stage: word recognition; drill devices; blackboard reading lessons; reading charts; the primer stage: reading in longer units with growing independence; means of securing natural expressive reading; place and limitations of imitative reading; criticism by teacher and by pupils; motivation for re-reading; arranging lessons in units as part of a class activity; supplementary reading books; pre-primers, primers, and easy story books.

Advanced Reading: Change in purpose and methods of teaching reading as pupil's experience and powers advance; silent reading, purposes and methods of conducting; importance of rapid comprehension; tests, standardized and informal; oral reading; necessity of attentoin to expression at all stages; expression determined by pupil's understanding of meaning and appreciation of feeling; purposes of oral reading in advanced classes; the mechanical side of oral reading: pronunciation, articulation, tone, pitch, inflection, grouping, pause, movement, force, emphasis, quality of tone; audience reading; choral reading.

The course will also include practice in oral reading, based in part on the school Readers, and practice in dramatic work in connection with the course in advanced English.

Books of Reference

Public School Manual: *Primary Reading.*
The School Readers for the Grades.
Clark: Interpretation of the Printed Page.
Stone: Silent and Oral Reading.
Storm and Smith: Reading Activities in the Primary Grades.
Tiegs: The Management of Learning in the Elementary School.
Harrison: Reading Readiness.
Gates: New Method in Primary Reading; The Improvement of Reading.
Luke: The Teaching of Reading by the Sentence Method.
Patterson: Teaching the Child to Read.
Watkins: How to Teach Silent Reading to Beginners.

LITERATURE

Purpose: To prepare the teacher to realize the function of literature in broadening knowledge, promoting desirable emotional and volitional tendencies, developing appreciation of beauty and force of thought and expression, determining attitudes and ideals, moulding character.

Primary Literature: Stories; characteristics of stories that appeal to young children; types of stories; an analysis of several types to ascertain their attractive elements; comparison of value of reading and telling stories; importance and method of memorization suitable poetry; selections for memorization in the lower grades; value of dramatization.

Lesson Technique: Methods of using selections in the Readers; frequent illustrations of these methods; importance of suitable introduction to selections in order to ensure understanding and appreciation; the lesson problem; the place of the author's biography; use of the previous experience of the pupil; the pupil's interpretation a matter of reconstruction of experiences; attention to emotional as well as to intellectual elements; vague ideas become definite through analysis-synthesis; evils of over-analysis; place of explanation of words; use of dictionary; value of oral reading and oral and written reproduction after study of selection; other forms of expression.

Supplementary Reading: Purpose and importance; contrast between intensive and extensive study; methods of encouraging supplementary reading; value and use of the school library; methods of testing the pupil's comprehension of "extensive" reading; the development of attitudes and ideals from the study of literature.

Books of Reference

Ontario Public School Manual: *Literature.*
Bates: Talks on the Teaching of Literature.
Leonard: Essential Principles of Teaching Reading and Literature.
MacClintock: Literature in the Elementary School.
MacPherson: The Study of English Literature.
Tomkinson: The Teaching of English.

COMPOSITION

Purpose: The preparation of the teacher (1) to give the pupil a knowledge of what is involved in correct language; (2) to develop an admiration for good speech, a desire for its attainment, and a pride in its use; (3) to cultivate habits of fluency, accuracy, and grace in oral and written language; (4) to extend the pupil's usable vocabulary.

Introductory: The meaning of composition; the value of language training in the development of the individual; language the integrating factor of the curriculum, a part of every school activity; the importance of clearness, force, and grace of expression; formation of habits of speaking and writing good English; effect of the teacher's example upon the pupil's language; value of reading and of memorizing fine passages of prose and poetry from the standpoint of language training; importance of libraries for supplementary reading; incidental language training; relative importance of oral and written language; necessity for special exercises in oral and written composition.

Methods:

(1) *Junior Grades*: Activities for encouraging the pupil's free, natural expression and of extending his active vocabulary; development of the "sentence sense"; establishment of the courtesies and idioms of conversation; answers to questions as a language exercise; use of personal experiences, and of objects in the environment as subjects for oral expression; use of short stories; use of pictures suggesting stories; criticism of oral work; dangers of unsympathetic criticism; value of formal language lessons; use of language games; dramatization of stories; use of materials suggested in the course of study for Grades I and II.

(2) *Senior Grades*: Oral work; use of conversations, short stories, dramatized stories, stories of personal experiences; imaginary autobiographies, short speeches, simple debates, "radio talks"; conduct of group meetings; description of places, operations, and activities of personal interest; vocabulary exercises; constant correlation with other phases of school work.

Written Work: Transition from oral to written composition; relation of these two forms; comparative values; when to begin written composition; methods of conducting early lessons; principles governing choice of topics; assistance before writing; value of topical outlines; transition from reproduction to original work; motivated letter writing, with attention to form and style; invitations and replies, methods of examining, discussing, and correcting written composition; value of re-writing; difficulties in evaluating written composition; use of materials suggested in the course of study.

Mechanics of Written Composition: Paragraph and sentence structure; use of capitals, punctuation marks, quotation marks, abbreviations; direct and indirect narration.

Books of Reference

Ontario Public School Manual: *Composition and Spelling.*
Bates: Talks on the Writing of English.
Blaisdell: Ways to Teach English.
Dickie: Modern Practice in the Teaching of Composition.
Diltz: Models and Projects for English Composition.
Diltz and Cochrane: Sense and Structure in English Composition.
French: Writing.
Forester and Steadman: Sentences and Thinking.
Sampson: English for the English.
Trommer and Regan: Directing Language Power in the Elementary School Child.

GRAMMAR

Purpose: To guide the teacher in training the pupil (1) to use his language in a rational way, not merely in an imitative way, to know not only *what* is correct in language but also *why* it is correct; and (2) to think accurately, clearly, and logically in gaining an understanding of the principles underlying the use of language and in applying these principles to test the accuracy of speech.

Introductory: The meaning of grammar; its relation to habits of speech; its relation to composition; reasons for retaining it in the elementary school; reasons for deferring the formal study till Grade VII; introductory work of Grade VI to be taken as work in composition.

Methods: The lesson plan; grammar to be taught through sentences; selection of examples; constant attention to function of words, phrases, clauses; the inductive-deductive procedure; constant interweaving of the two processes; the reconstruction of experience; grammatical terminology; value of definitions; analysis and parsing, aim and value.

The course will also include an academic review of the grammar courses of Grades VII, VIII, and IX from the standpoint of their presentation of pupils.

Books of Reference

Ontario Public School Manual: *Grammar.*
Leonard: Grammar and its Reasons.
Fowler: Modern English Usage.
Martyn: Grammar in Elementary Schools.

SPELLING

Purpose: To prepare the teacher to train pupils to pronounce and spell automatically and correctly all the words in their working vocabularies.

Introductory: Meaning and pronunciation of words to be learned concurrently with the spelling; nature of the peculiarities of English spelling; causes of incorrect spelling; motivation through activities and correlation with other work.

Methods: Attention to spelling in all written exercises; necessity of teaching, not merely testing spelling; principles of selection of material; various methods of teaching spelling in the primary Grades and in the senior Grades; particular attention to methods of teaching suggested in the authorized Spellers and accompanying manual; principles upon which this method is based; prevention *versus* correction; incidental spelling; diagnosis of poor spelling; remedial measures; phonic exercises; word building and derivation; syllabication; spelling games; transcription; dictation; checking and correcting errors; drill and review exercises; encouragement of individuals to keep lists of words misspelled and to review frequently; the spelling graph; value of rules in spelling; grouping of words; use of the dictionary and of the spelling book.

Books of Reference

Ontario Public School Manual: *Composition and Spelling.*
The Canadian Speller: *Books I and II; Manual.*
Nield: Spelling under Topics.
Sorelli: Words, their Spelling, Pronunciation, Application.

ADVANCED ENGLISH

Purpose: The course is largely academic and is intended to be cultural in character. The works prescribed are to be studied extensively rather than intensively. Attention should be directed to the development of the plot, the significance of the incidents, the means employed to lend interest, the characteristics of the various personages, and the qualities of the author's style.

The Course:

(1) The study of the following works:

(*a*) Shakespeare: *Hamlet.*

(*b*) Sheridan: *The Rivals;* or Shaw: *Arms and the Man.*

(*c*) Bennett: *The Old Wives' Tale.*

(2) A study of poetry: nature, kinds, prosody, to be illustrated by reference to the selections in the School Readers for Grades V to VIII.

LIBRARY METHODS

Purpose: To give teachers-in-training a knowledge of the methods of selecting, managing, and using a school library.

The Course: Use of card catalogues; reference books and periodicals; information and picture files; study of children's books; principles of selection of books; organization and administration of a rural school library; relation of the school library to the community; the library and the school course of study; care of books; demonstrations of library lessons with children.

Books of Reference

Becker: Adventures in Reading.
Beust: Graded List of Books for Children.
Cram: A Dictionary Handbook.
Curry and Clippinger: Children's Literature.
Fay and Eaton: Instruction in the Use of Books and Libraries.
Ingles and McCague: Teaching the Use of Books and Libraries.
Kunitz and Haycraft: The Junior Book of Authors.
Mahoney and Whitney: Realms of Gold in Children's Books.
Rice: Lessons on the Use of Books.
Terman and Lima: Children's Reading.
Willison: Golden Treasury of Famous Books.

SOCIAL STUDIES

The purpose of the social studies is to lead children to a knowledge and appreciation of the fact that society is based upon the principles of interdependence and co-operation. The courses should lead children to perceive that our present plane of civilization has been determined on the one hand by gradual evolution from earlier social and political conditions, and on the other hand by the interaction between man and his environment. The former gives us history; the latter, geography. In addition to these types of knowledge, children should be led to understand and appreciate their privileges and duties as members of society and to determine to take advantage of these privileges and to discharge these duties. This will involve the study of civics.

History, geography, and civics are interwoven in a complex system and this makes it desirable that they should be integrated as far as possible in their presentation to children. However, there are certain phases of both history and geography which cannot successfully be correlated and which necessitate separate treatment. For this reason the topics to be considered in social studies are set forth under the traditional headings. The teacher-in-training will note the correlations as exemplified in the course of study for the elementary schools. A selected list of topics from the courses outlined for Grades I to VI should be studied both as to materials for presentation and as to methods of procedure.

GEOGRAPHY

Purpose: The main purpose of the course in the geographical side of the social studies is to prepare the teacher to give the pupils an understanding and appreciation of the interrelation between the earth and man's activities; that is, to lead the pupils to see, on the one hand, how the char-

acter of his environment has determined man's mode of life, and, on the other hand, how man has used his environment to attain his own purposes.

Introductory: The meaning of geography; purposes in teaching geography; the present conception of its purposes as contrasted with that of earlier days; geographic principles; relation of physical to commercial geography; the correlations of geography with history, science, constructive work: illustrations of the influence of geographical conditions upon the history of the world; common mistakes in the teaching of geography and how to avoid them.

Materials and Methods: The order of development of geographical ideas, beginning with simple observations of the immediate environment and the activities and occupations of the neighbourhood, and advancing to a consideration of the more remote features of the earth as the child's experience is extended; illustrative lessons on topics selected from the course of study for Grades I to IX; consideration of the principles underlying such lessons; teaching the construction and use of maps; need for map-reading; knowledge of map symbols, scales, and projections; how to study maps intelligently; the globe and its proper use; use of pictures, lantern slides; moving pictures; specimens of products; use of the text book, atlas, gazetteer, books of travel; geography readers, newspapers, geographical magazines; projects in geography suitable for the various grades; objectives sought in these projects; methods of conducting them.

A systematic review, so far as time will permit, of the subject matter of the course of study for Grades VII to IX as indicated in the geographical phases of the social studies; coincident discussion of methods of presenting the various topics; illustrative lessons by Normal School masters, critic teachers, and teachers-in-training; discussion of educational principles underlying these lessons.

Books of Reference

Ontario Public School Manual: *Geography.*
Amoss: Play Story Geography; Canadian Neighbours.
Barnard: How Other People Live.
Cornish: Geography of Commerce for Canadians.
Garnett: Fundamentals in School Geography.
Smith: Teaching Geography by Problems.

HISTORY

Purpose: The preparation of the teacher to lead pupils (1) to understand and appreciate our present social and political status as an evolution from primitive conditions; (2) to find in historical personages ideals of character worthy of limitation; (3) to perceive the causal sequence of events; (4) to take an interest in, and to form the habit of, historical reading; (5) to understand and appreciate their civil rights and to determine to perform their civic duties.

Introductory: Meaning of history; specific objectives in the study of history—information, attitudes, modification of conduct; special value of the study of Canadian and British history; relation of biography to history; influence of biography on character; value and danger of purely chronological study of history; importance of emphasizing the causal sequence of events; illustrations of correlations of history with geography, art, literature, and science.

Methods: Adaptation of the materials of history and the methods of presentation to the stage of the pupil's mental development:

(1) *Junior Grades*: Aspects of history suitable for young children—the picturesque, the personal, the dramatic, the romantic, the adventurous.

(2) *Middle Grades*: The information stage; more formal study of history; emphasis on biographical and social aspects; use of history readers and supplementary books.

(3) *Senior Grades*: The reflective stage; sequence and causal relationship of events; continuity and unity in the ideas of history; origin, development, and present status of our civil institutions; use of text-book and supplementary books.

The History Lesson: Its form and purpose; oral discussion; use of blackboard, current periodicals, newspapers; pictorial aids and their uses: pictures, maps, charts, graphs, posters, sketches, lantern slides; oral and written exercises by pupils; the period method of studying history; the topical method; projects in history; their values; illustrations of the method of conducting history projects; the teaching of current events; common errors in the teaching of history and how to avoid them; illustrative lessons on topics selected from the course of study for Grades I to IX.

Civics: Purpose of teaching civics; phases of civics to be taught in each grade; development of present civic institutions from earlier forms; ideals of citizenship; how to inculcate proper ideals through school activities; significance of the flag.

The Normal School course in history will include the consideration of topics selected from the course of study for Grades I to IX. A familiarity with the subject matter of the course will be expected.

Books of Reference

Ontario Public School Manual: *History.*
Wallace: A Study in Government.
Barnard: The Teaching of Community Civics.
Cochrane and Wallace: This Canada of Ours.
Jarvis: The Teaching of History.
Macpherson: Visual Aids in the Teaching of History.
Seeley: The Teaching of History.
Tryon: The Teaching of History in the Junior and Senior High Schools.
Wallace: A Reader in Canadian Civics.

MATHEMATICS

Of the three phases of Mathematics studied in the elementary schools, the algebraic and the geometric phases will be confined largely to Grades IX and X, and the arithmetical phase will constitute the chief work of Grades I to VIII. However, in Grades VII and VIII it will be possible to introduce simple algebraic formulae, for instance, in problems in measurement or simple interest, and to introduce simple geometric ideas in problems in mensuration. In Grades IX and X the integration of the three phases of mathematics will be made in accordance with the course of study. For purposes of clearness of treatment the courses in three branches will be outlined separately.

Purpose: Preparation of the teacher to give pupils a rational concept of number and to train them (1) to form automatic "number habits," (2) to use numbers rapidly and accurately in calculations required in practical life, (3) to think clearly and logically in the solution of number problems related to their actual experience, (4) to write solutions clearly, concisely, accurately, and logically, as an exercise in language, (5) to form habits of care in calculation by estimating probable results and by checking completed work, (6) to form ideals of clear, accurate, and logical thinking.

Introductory: The number idea; the unit, its nature and use; necessity of standard units; variable units; the ratio idea of number; analysis-synthesis; induction and deduction; significance of number in social and business life; brief historical study of our number system; its advantages; use of concrete material; grade-placement of topics; importance of mental work; securing accuracy through good "number habits," estimating, and verifying results; short methods of work in senior grades; provision for individual differences in pupils; diagnosis of difficulties through observation and tests; remedial teaching and practice; orderly arrangement of written work.

Methods:

Counting: Teaching of number through the experiences of the child; rote counting and rational counting; games and activities to develop counting ability; incidental number work in Grade I.

Our Number System: Notation and numeration.

Fundamental Operations: Clear and accurate ideas of each process, followed by drill; orderly development in each operation; graded exercises.

(1) Addition: number combinations, column addition.

(2) Subtraction: additive and decomposition methods.

(3) Multiplication: tables; multiplication by one, two, and three digit numbers.

(4) Division: two interpretations; short and long processes; division by factors; cancellation.

Fractions: Common and decimal; comparative uses; addition, subtraction, multiplication, division of common and decimal fractions.

Measurement: Meaning; units of weights and measures in common use; practical work in reduction; metric system.

Percentage: Application to profit and loss, trade discount, commission, insurance, taxes, interest; use of decimal fractions; business forms, bills, receipts, promissory notes, cheques.

Square root: By factoring.

Mensuration: Area of rectangles, triangles, circles; volume of rectangular solids, cylinders, cones; interpretation and use of formulae, correlation of arithmetic with algebra and geometry.

Problems: Types of problems suitable for various grades; requisites of a good problem; technique of attacking and solving problems; estimation and checking results; essentials of good solutions; reasons for failure in solving problems; remedial work.

Books of Reference

Ontario Public School Manual: *Arithmetic.*
Ballard: Teaching the Essentials of Arithmetic.
Brueckner: Diagnostic and Remedial Treatment in Arithmetic.
Godfrey and Siddons: The Teaching of Elementary Mathematics.
Roantree and Taylor: An Arithmetic for Teachers.

ALGEBRA

Introductory: The course viewed as a study of the equation, its solution, and its uses; the value of generalization as shown in the use of algebraic notation and formulae; correlations of algebra with arithmetic and geometry.

Methods: Use of letters to represent numbers; meaning of simple algebraic numbers; algebraic expressions explained by arithmetical and geometric illustrations; sign rules; commutative law; index law; use of brackets; the simple rules; simple equations; simultaneous equations of two unknowns; solution of problems by equations; verification of all work; simple factoring and its uses in simplifying work in arithmetic; making of formulae; graphs of simple formulae; graphs for solutions of equations.

Review of the algebraic materials in the course of study in Mathematics for Grades IX and X with concurrent discussion of methods of presentation.

Books of Reference

Breslich: Problems in Teaching Secondary School Mathematics.
Durell: The Teaching of Elementary Algebra.
Godfrey and Siddons: The Teaching of Elementary Mathematics.
Ligda: The Teaching of Elementary Algebra.
Schultz: The Teaching of Secondary Mathematics.
Smith: The Teaching of Elementary Mathematics.
Smith and Reeve: The Teaching of Junior High School Mathematics.
Young: The Teaching of Mathematics.

GEOMETRY

Introductory: Value of introducing geometry through observation and experiment; necessity for accuracy; inductive versus deductive demonstrations; limitations of appeals to the concrete; value of experimental proofs; correlations of geometry with arithmetic and algebra.

Methods: Practical Geometry: Study of geometric figures through observation and construction; use of folding and superposition; use of instruments; simple geometric constructions with straight edge and compasses; use of these in design; discovery of simple geometrical relations and truths by experiment; practical applications of these truths; prac-

tical problems in the solution of triangles and in the measurement of heights and distances; gradual appreciation of supremacy of reason over senses in solving problems.

Theoretical Geometry: The place of definitions, axioms, and constructions in theoretical geometry; the analytic-synthetic method of dealing with propositions and deductions; importance of exercises on propositions from the beginning of theoretical work; grouping and relating of propositions.

Review of the geometric materials in the course of study in Mathematics for Grades IX and X with concurrent discussion of methods of presentation.

Books of Reference

See Algebra above.

SCIENCE

Under the general name of Science are included three correlated courses: nature study, agriculture and horticulture, and general science. The course in nature study will include a consideration of the nature topics prescribed under natural science in the programme of studies for Grades I to VIII. The course in agriculture and horticulture will include a consideration of the topics prescribed for Grades IX and X in agricultural science. The course in elementary science will include a consideration of the topics prescribed for Grades IX and X in general science. The teacher-in-training will not fail to perceive the correlations existing among the three courses.

NATURE STUDY

Purpose: The preparation of the teacher to lead the pupil (1) to find an interest in the natural things in his environment, (2) to make accurate observations of the characteristics and habits of animals and plants in his environment, (3) to note the adaptations of living things to their mode of life; (4) to appreciate the marvellous harmony of nature because of these adaptations, (5) to develop an attitude of care and protection in relation to harmless plant and animal life.

Introductory: The meaning and aims of nature study; the nature study point of view as contrasted with the scientific; materials suitable for different Grades; selection dependent upon the area in which the school is located; uses and limitations of books, pictures, models, collections, etc.; uses of aquaria and vivaria; necessity of outdoor studies; directed pupil activities; value of field trips; how to organize and conduct nature excursions; reports of observations.

Methods and Materials: Discussion of the nature study topics suggested in the programme of studies for Grades I to VIII in natural science; consideration of methods of presenting these topics.

The following topics are suggested for special treatment:

How plants and animals prepare for winter.

Nature records: pupils' observation books, blue prints, leaf printing, bird and flower calendars, weather calendars.

Methods of expression of nature observations; modelling, drawing, oral and written records, soap sculpture.

Living animals in the classroom; aquaria, vivaria.

Recognition of common insects; stages of development; habits.

Living plants in the classroom; bulb growing, house plants, aquarium plants, germination experiments, growth of seedlings.

Identifying the trees, shrubs, perennial and annual flowering plants.

Identification and protection of our common birds.

Interrelations of the sun, earth, and moon.

Recognition of a few star constellations.

Our forests: use, enemies, protection.

Recognition and conservation of our wild flowers.

Organization and value of pupil clubs: natural science clubs, junior Audubon clubs.

School gardens: planning, planting, tending.

Making and care of lawns; planting of trees, shrubs, perennial plants.

Books of Reference

Ontario Public School Manual: *Nature Study.*
Hodge: Nature Study and Life.
Dearness: How to Teach Nature Study.
Silcox and Stevenson: Nature Study.
Scott: Nature Study and the Child.

AGRICULTURE AND HORTICULTURE

Purpose: The preparation of the teacher to give the pupils (1) an interest in the activities of the farm and garden and in the animals, poultry, plants, insects associated therewith; (2) a practical knowledge that will be of service to them in these activities; (3) a foundation for the development of useful skills through the activities of the school garden.

Introductory: The importance of agriculture as Canada's basic industry; the dependence of other industries and of urban communities on agriculture; reasons for teaching agriculture in the schools; importance of cultivating desirable interests and attitudes towards the activities of farm and garden; topics taught by observation and experiment; topics taught by means of pictures and discussions.

Soil and Soil Problems: Composition of a loamy soil; types of soil and how formed; water holding capacity of different soils; the role of capillary water and of air in the soil; importance of drainage; the role of bacteria in soils; legume and nitrifying bacteria; depletion of plant food in the soil; use of crop rotations, manure, and fertilizers; sour or acid soil, cause and correction; reference to the school garden soil in connection with the above topics.

Plant Studies: General habits of growth of grass, garden legumes, root and tuber crops, leaf crops, fleshy fruits and the importance of each;

propagation and improvement of plants by natural and artificial means; germination tests and advantages of good seed; recognition of the seed of wheat, oats, barley and rye; recognition of common weeds; importance of destroying weeds before they go to seed.

Plant Diseases: Identification; life history and control of four of: apple scab, potato scab, black knot, corn smut, a cereal rust.

Live Stock: Recognition from colour and other characteristics of the common breeds of cattle, hogs, and sheep; value of live stock in farming; importance to people in relation to food supply, and to industries in providing raw materials.

Milk: Composition and value; observation of fat globules; the Babcock test, its principles and importance; pasteurization; methods of supplying milk to urban centres; care of milk.

Poultry: Recognition of six common breeds of chickens; winter and summer housing and feeding; egg grading and its purpose; incubation and rearing of chicks; use of commercial chick feeds; value of poultry on the farm with reference to chickens, ducks, geese and turkeys.

Gardening: Educational value of school gardening; plans for home and school gardens including preparation of the soil, and selection of varieties of vegetables, flowers, and field crops; construction and operation of the hot-bed and cold frame; planting and care of bulbs for indoor and outdoor bloom; planting and care of fruit trees, bush fruits, strawberries, and rhubarb in the garden.

Improvement of School Grounds: Preparation and planting of beds of annuals and perennial flowering plants; planting and care of ornamental shrubs; making and care of the lawn; destruction of weeds.

The School Fair: Organization and place in the school programme.

Books of Reference

Ontario Teachers' Manual: *Agriculture and Horticulture.*
Department of Education: *Circular 56F Courses in Agriculture.*
Hutchinson: Agriculture for Public Schools.
Andrews: Agriculture for High Schools.
Canadian Agriculture for High Schools.
Bulletins of the Ontario and the Dominion Departments of Agriculture.
Davis: Modern Productive Farming.

GENERAL SCIENCE

Purposes: The preparation of the teacher to develop in the pupil (1) an interest in natural objects and phenomena, (2) an appreciation of the necessity of accurate observation and correct judgment in the solution of scientific problems, (3) an understanding of the scientific laws involved in the course of study and the ability to apply these in solving simple problems, (4) an appreciation of the principles of adaptation to environment in plant and animal life.

Introduction: Scope and purpose of general science; observation and experimentation as a means of relating facts as causes and effects; inductive and deductive investigations; classroom and laboratory instruction:

the problem, the project, and the unit methods; use and management of aquaria, vivaria; use of text-books and supplementary reading; the keeping of science records by pupils; laboratory equipment and the making of simple apparatus.

The Course will include a consideration, so far as time will permit, of the following topics prescribed in the General Science Course for Grades IX and X:

Plant Life: Functions and adaptive structures of the leaf, stem, and root; pollination and fertilization; culture and microscopic examination of bread mould; the mushroom; parasitic fungi; bacteria.

Animal Life: External features, habits, adaptations, life history of the grasshopper, honey bee, fish, frog; characteristics, habits, adaptations of a few common birds.

Balance in Nature: Interdependence of plants and animals; equilibrium among plants and animals; how this equilibrium is detrmined.

Water: Various forms; evaporation and condensation and their effects in nature; convection currents and their application; municipal water supply; effects of water in motion.

Air: Composition; air pressure, its applications and measurement; compression and expansion of air and their applications; convection currents; effects of air in motion.

The Heavens: Sun, moon, stars, planets, meteors; movements and distances of the heavenly bodies; shadows and eclipses.

Energy: Heat; force and weight; work and power.

Books of Reference

Ontario High School Manual: *Suggestions to Teachers of Science.*
Bowers: General Science.
Brown: Teaching Science in the School.
Croxton: Science in the Elementary School.
Downing: Our Living World.
Kinsey: Methods in Biology.
Phillips and Cox: The Teaching of Biology.
Twiss: Principles of Science Teaching.
Westaway: Science Teaching.

HEALTH

Under the heading *Health* are included hygiene and physical education, two closely integrated subjects. The teacher should appreciate this close relationship and should endeavour constantly to correlate the two in the work of the classrooms and in the practices of the pupils outside the school.

HYGIENE

Purpose: The preparation of the teacher to train the pupils (1) to understand sufficiently the functions of the body that precautions may be taken to maintain physical health, (2) to form good health habits, (3) to know what to do in emergencies.

Materials and Methods:

Personal Hygiene: Elementary physiology of the bodily framework, the digestive system, the circulatory system, the respiratory system, the nervous system, the muscular system, the skin, the eye, the ear, the hair, the teeth, the nails; precautions in the care of each of these parts of the body; effects of alcohol and tobacco on organs and functions; tests for defective sight, hearing, breathing; the teacher's duties with reference to these defects; development of health attitudes and health habits.

School Hygiene: School accommodations and surroundings in relation to health; duties of the teacher, pupils, trustees as determined by the provisions of *The Ontario Public Health Act and Regulations.*

Accidents and Emergencies: First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frostbite, sunstroke, heat stroke, burns; bandaging.

Safety Instruction: Prevention of accidents in the home, on the highways, in the school, on the playground.

Books of Reference

Ontario Public Health Act and Regulations.
Bailey and Coleman: First Book of Biology (Part on Human Biology.)
Best and Taylor: The Human Body and its Functions.
Eastwood: Hygiene for Teachers and Students.
Gulick Series: Good Health, Emergencies, Town and City, Body at Work.
Health Series of Physiology and Hygiene: Health Habits, Health and Cleanliness. The Body in Health, Making the Most of Life.
Turner: Principles of Health Teaching.

PHYSICAL EDUCATION

Purpose: The preparation of the teacher to train the pupils (1) to form habits of correct posture, muscular control, bodily suppleness, and gracefulness of movement; (2) to enjoy physical exercises, singing games, folk dances, (3) to play competitive games with skill and good sportsmanship.

Introductory: Aims of physical education; its hygiene; value of formal gymnastics, singing games, folk dances, competitive games; dress suitable for exercises; calisthenics; drill.

Activities: How to obtain and maintain good posture; common defects in posture and means of correction; order movements; as many as practicable rhythmical exercises and group activities outlined in the *Syllabus of Physical Training for Schools, 1933;* methods of teaching; correction of faults; grouping of exercises; suitable rhythmic exercises, games, and gymnastics for the various Grades; singing games, rhythmic steps, folk dances; indoor and outdoor games, basket ball, soft ball, volley ball, soccer football; athletic training: correct form in running, broad jump, high jump; classification for athletic events; arrangement of field days; recreational leadership; games and activities for mixed adult community groups.

Syllabus of Physical Training for Schools, 1933.
Anderson and McKinley: An Outline of Physical Education.
Bancroft: Games for Playground, Home, School and Gymnasium.
Brandreth: Canadian Book of Games.
Burchenal: Dances of the People; Folk Dances and Singing Games.
Jarman: Physical Training Through Organized Games.
Kirk: Rhythmic Games and Dances for Children.
La Salle: Rhythms and Folk Dances for Elementary Schools; Play Activities for Elementary Schools.
Neilson and Van Hagen: Physical Education for Elementary Schools.
St. John's Ambulance: First Aid to the Injured.

ARTS AND CRAFTS

Under Arts and Crafts are included Writing, Art, Manual Training, Home Economics. The correlations among these subjects should receive due consideration. The general aims to be kept in view are the development of skills and appreciations.

WRITING

Purpose: Preparation of the teacher to develop in the pupils habits of legible writing and an appreciation of beauty of form and arrangement in written work.

Introductory: Print-script writing; its advantage in early Grades; changes in type of writing as pupil advances; transition to cursive writing; various styles of penmanship; advantages and disadvantages; standards in the intermediate and senior Grades; importance of legibility; the child's difficulties in learning to write.

Methods: Steps in teaching print-script writing; how to introduce cursive writing; posture; position of paper; penholding; writing movements and their value; organization of exercises; counting for rhythm; teaching the letter forms; grouping of forms; uniformity of letter forms throughout the Grades; prevention of scribbling; use of standard charts for judging writing; individuality in writing to be encouraged without sacrificing smplicity and legibility.

Book of Reference

Ontario Public School Manual: *Writing.*

ART

Purpose: The preparation of the teacher to give pupils (1) an appreciation of beauty in form, design, arrangement, and colour both in nature and in art; (2) a training of the eye to see things as they are and to observe relations of size, distance, proportion, harmony; (3) a training of the hand in representing by means of various media what is seen or imagined; (4) good taste that will be shown later in the selection of dress, furnishings, decorations, etc.

Introductory: The meaning and purpose of art; phases of art suitable for various Grades; selection and arrangement of subject matter from

the standpoint of the child's interest and capacity; mediums and modes of expression suited to the different stages in the child's development; careful study of materials available for the different Grades; points to be considered in the valuation of the child's productions in art; individual criticism and class criticism; the correlations of art with other school activities.

Activities of the Course:

1. *Representation*: From the model and from memory; principles of perspective in relation to spherical, cylindrical, and rectangular solids; application of these principles in drawing objects and groups of objects; representation of distance by colour, size, and position; specimens from nature, such as grasses, twigs, flowers, trees, and simple landscapes; modelling; carving.

2. *Illustration*: Original work from memory or imagination; illustration of games, occupations, nursery rhymes; scenes suggested by lines of poetry or incidents in stories; drawing children and adults from the pose and from memory; making of puppets.

3. *Colour*: Practical use of the six standard colours and their intermediate hues; emphasis on the use of colour as an expression of thought and feeling; observation of colour harmonies in nature; application of knowledge of value, intensity, and of colour harmonies to all art and life.

4. *Design and Composition*: Application of the principles of design in the making of borders, all-over patterns, posters, and in making pictures.

5. *Lettering*: Single line capitals and small letters; block and Roman capitals.

6. *Art Appreciation*: The study of a few masterpieces, including works of contemporary artists, from the standpoint of composition and the thought conveyed; the study of art in relation to life, the school, the community and to objects other than pictures; use of coloured reproductions; visits to art galleries and exhibits.

Books of Reference

Ontario Public School Manual: *Art.*
Ackley: Marionettes.
Bacon: Pictures Every Child Should Know.
Furniss: Drawing for Beginners.
Lemos: The Art Teacher.
Hannah: Art in the Infant and Junior School.
McLennan: Children's Artist Friends.
Nicholas, Mawhood, and Trilling: Art Activities in the Modern School.
Raw: Modern Script for Schools.
Russel: The Child and His Pencil.
Sargent and Miller: How Children Learn to Draw.
Smyth: Primary Art in School.
Watson: Pencil Drawing.
Witt: How to Look at Pictures.

MANUAL TRAINING

Purpose: Preparation of the teacher to develop in pupils (1) better co-ordination of hand movements, (2) habits of accuracy in measurement, cutting, and manipulation, (3) a sense of beauty in design, (4) an ability to solve simple problems in construction, (5) a skill in handling simple tools, (6) an attitude of sympathy towards, and admiration for, those who work with their hands.

Introductory: The place and purpose of manual training in the school; distinction of its purpose from that of training for the trades and crafts; various phases of manual training and value of each; its correlations with other school activities; equipment for urban and for rural schools; activities suitable for each Grade.

Activities of the Course:

Typical forms of handwork adapted to the capacities of pupils in various Grades; classification of these for each grade; cutting and mounting of pictures from magazines, catalogues; mimeographed copies for illustration of stories, number work, posters; cutting from the balanced fold, leaves, fruits, vegetables, garden tools, letters, decorations for the various seasons; simple scenes from paper cut-outs; design from cut-outs in coloured paper showing balance and colour harmony; models from the 16-square fold; weaving mats from paper, wool yarn, or cord with or without loom; weaving mats, rings, trays, baskets from raffia; modelling fruits, vegetables, leaves, flowers, animals, birds, furniture, relief maps from plasticine or other material; modelling, in heavy paper or cardboard, boxes, trays, furniture, book-marks, picture frames, forts, castles, dykes, canal locks; decoration of cardboard models; importance of accuracy in cardboard work; basketry, linoleum block printing; rope work; soap carving; woodwork; coping-saw work and thin woodwork; wood finishing; tools and their care; mechanical drawing.

NOTE: Wherever possible the handwork should be motivated by projects undertaken by individuals, groups, or classes.

Books of Reference

Ontario Teachers' Manual: *Manual Training.*
Baxter: Paper and Cardboard Construction.
Benton: Pictorial Paper Cutting.
Campbell: Paper Toy Making.
Dobbs: First Steps in Art and Handwork.
Lester: Claywork.
Marten: Manual Training Play Problems.
Noyes: Handwork in Wood.
Sargent: Modelling in Public Schools.
Swannel: Paper Modelling.

MUSIC

Purpose: The preparation of the teacher to give the pupil (1) an appreciation of beauty through the avenue of music, (2) a desirable means of expression of the emotions, (3) a means of enjoyable employment of leisure, (4) a training in the production of beautiful tone, (5) independent power in reading music, (6) an acquaintance with, and appreciation of, music that he himself is unable to perform.

Introductory: Necessity of meeting the present conditions in the schools in regard to music; methods determined by supervisor in schools under music supervision; music activities in unsupervised schools confined to rote song singing, rhythmic response, and appreciative listening; work beyond that to be postponed until the teacher has taken further training in musical instruction through summer courses.

Practice:

Rote Songs: The study of many songs for each grade.

Voice Culture: Practice in correct tone production, vowel formation, enunciation of consonants, breath control, correct intonation—all with a view to presenting a suitable pattern for children.

Sight Singing: Ear training; eye training; rhythmic training; notation sufficient to enable teachers to read at sight, with syllables and with words; simple music in staff notation.

Appreciation Through Listening: The study of records suitable for rhythmic response and quiet listening.

Methods: The child voice; preservation and development; the adolescent voice; non-singers; causes and treatment; rote songs, in unison and in parts; when and how to introduce part singing; use of the pitch-pipe in teaching songs; use of the phonograph in teaching songs; appreciation through listening; the rhythm band; correlation of music with other subjects.

Books of Reference

Marshall: *The New Canadian Song Series; Books 1, 2, 3, 4.*
Hill: *The Singing Period, Books 1, 2, 3, 4, 5, 6.*
Music in Rural Schools: Departmental Circular.
Music in Grade IX: Departmental Circular.
Marshall: The Pedagogy of School Music.
Hill: School Music.
Waterloo Rhythm Band Method.
Mabel Rich: Music Appreciation Lessons.
Glen and Lowrey: Music Appreciation.
Rennie and Smith: Teachers' Handbook for Music Appreciation.
Gordon V. Thompson Ltd.: The Silver Book of Songs.
Hollis Dann Music Course, First Year Music.
Davidson and Surette: 140 Folk Songs.
MacMillan: A Canadian Song Book.

HOME ECONOMICS

Purpose: To prepare the teacher (1) to develop in pupils an appreciation of factors conducive to health and social development, (2) to organize and carry out successfully the problems related to the preparation and serving of the hot lunch in a rural school, (3) to enrich the pupils' experiences through the organization of suitable enterprises, (4) to present more effectively the topics related to home economics as indicated in the programme of studies for Grades I to VIII.

Preparatory: Elements involved in home economics; justification of its place in the course of study; the equipment for urban and for rural schools; the desirability of establishing the course in rural schools; the school hot lunch; how to interest parents and trustees in its institution; the purpose to be attained through the hot lunch scheme.

The Course:

1. *Nutrition and Foods*: Importance and use of food; food requirements for the individual; variations in the needs of the individual; importance of correct food habits in maintaining health; the purpose in the diet of water, milk, fruits, vegetables, cereals, eggs, cheese; selection and care of foods to be used in the rural school lunch; lunch box: planning, preparing, packing, care; preparing and serving suitable dishes for the school lunch: cocoa, fresh and dried fruits, fresh and dried vegetables, cream soups, scalloped dishes; preparing and serving a tea or evening lunch for a community function; methods of conducting lessons in food preparation and serving.

2. *Home Management*: Application of principles involved in the care and use of equipment suitable for preparing and serving a rural school lunch: stoves, cupboards, utensils, glass, silver, china, linen; cleaning equipment; storage of food at home and at school; disposal of waste at home and at school; financing and shopping as related to the selection and purchase of suitable supplies for the school lunch; the pupil's responsibility toward cleanliness in the home, in the school, on the street and in public buildings; methods in presenting lessons in home management.

3. *Textiles and Clothing*: Recognition of common fabrics used for clothing and household purposes; their widths and comparative values; characteristics of fibres used in construction of fabrics; their source, use and value for clothing and household articles; simple methods of identification of fibres; fundamental processes in construction of fabrics: spinning, weaving, and finishing; fundamental weaves and their effect on appearance and strength; selection of suitable clothing for occasion and weather; care of clothing, daily, weekly, and seasonal; weaving—doll's hammock, mat, or wash cloth.

4. *Needlecraft*: Sewing equipment; its selection and care; fundamental principles: cutting on grain, pinning, basting, and finishing; application of simple processes to household and personal articles, such as seams—plain, overhanded, and French; hems—hand hemmed, machine stitched, decorated by blanket stitch, hemstitching, or other simple decorative stitches; these processes applied to such articles as hand towels, guest towels, knitting or laundry bags, potholder, hairband, apron, infant's coatee, collar and cuff set; darning and sewing on fastenings; method in presenting lessons in textiles and needlecraft.

Books of Reference

Ontario Public School Manuals: *Household Management, Sewing, Household Management for Rural Schools.*
Dean and Middleton: Junior Home Economics.
Kenyon and Hopkins: Junior Clothing (Revised).
Kenyon and Hopkins: Junior Foods.
Friend and Shultz: First Book in Home Economics—Food.
Friend and Shultz: First Book in Home Economics—Clothing.
Rose: Teaching Nutrition to Boys and Girls.
Balderston: Housekeeping Workbook.
Small: How to Know Textiles.
McBride and McGowan: Fabrics and Clothing.
Bonser and Mossman: Industrial Arts in Elementary Schools.
Magazine: Hygeia.

COURSES OF STUDY FOR KINDERGARTEN-PRIMARY CERTIFICATES

SCIENCE OF EDUCATION

The same as the First Class Course (Page 18).

KINDERGARTEN PRINCIPLES

The function of the Kindergarten in education; historical development of educational theory and practice with reference to the training of young children; the educational principles of Froebel as embodied in the Mother Play; application of these principles in the Kindergarten; modern tendencies in Kindergarten practice; recent movements in the education of young children; the Montessori method; the nursery schools of England.

A survey of the organization, curriculum, and equipment of the Kindergarten; correlations of the Kindergarten with Grade I; the contribution of the Kindergarten in the socialization of school activities; the choice of suitable subject matter and methods of presentation; planning of units of work; preparation of materials for various activities.

SCHOOL MANAGEMENT

The same as the First Class course, but with special reference to the Kindergarten, Grade I, and Grade II (Page 19).

KINDERGARTEN PRACTICE

1. *Building Activities*:

The history of the Froebelian Gifts and their use in the earlier Kindergartens; Froebel's conception of their educational value; analysis of Froebelian material in a progressive series; modern adaptations of the Froebelian materials and modern modifications in use; principles in the development of skills, attitudes, standards of attainment; practical demonstrations to show the value of constructive materials in the attainment of useful objectives; co-operative enterprises to promote social development; improvement in oral speech as an incidental accompaniment of the use of constructive material; the use of Kindergarten material in the work of Grade I; study of additional types of modern constructive material; as many seasonal enterprises as time will permit, to be outlined in a book.

2. *Occupations*:

Sand Table: Development of elementary manipulative and constructive skill; individual and co-operative projects in the illustration of stories. activities and occupations of people, and life in other lands.

Pegs and Beads: Recommended chiefly for very young children; development of ideas of colour, number, spacing, and design; variety of arrangement, progressing to single and double stringing.

Modelling: Use of clay, plasticine, and papier maché; development of manual skill, accuracy and a sense of proportion through construction of typical forms, ball, cylinder, and cube; illustrations of stories; development of original expression of child's ideas.

Weaving: Development of ideas of measurement, number grouping, and colour harmonies; use of mats and strips and by children in borders and all-over patterns to make useful articles.

Sewing: Use of coarse-meshed material; simple stitches with threads of suitable colours; articles for use in individual and co-operative projects.

Folding and Construction: The development of accuracy in measuring and folding; forms based upon Froebelian folding with the addition of original forms, not always in definite sequence; the sixteen-square fold as the basis for construction; other types of construction using heavy paper, cardboard, corrugated paper.

Woodwork: Carpentry, using thin wood and simple tools.

Topics for Projects: The Farm; Toy Shop; Post Office; Flower Shop; Circus; Transportation (trains, motors, aeroplanes, boats.)

3. *Stories and Language Training*:

Principles of selection and presentation of the best story material and poetry for children at the different age levels; analysis of stories to determine their attractive characteristics; the technique of good story telling; method in speech development; corrective exercises; language games; simple dramatization and story reproduction; choice and evaluation of picture books.

4. *Songs, Games, and Rhythmic Exercises*:

Selection and methods of teaching songs suitable in both music and words for young children; development of appreciation of music; value of games in the education of children; selection of various types of games suited to the interests and needs of the growing child; methods of developing rhythmic response to music through free, imaginative plays and through the use of musical instruments; the value of the rhythm band.

ADAPTATION OF KINDERGARTEN ACTIVITIES FOR GRADE I

In this part of the course the correlation and interdependence of the Kindergarten and Grade I are demonstrated and discussed. The purpose is to prepare the teacher-in-training to use intelligently the Kindergarten materials, occupations, rhythms, and games in the more academic work of Grade I.

Speech Training: The language games and picture studies of the Kindergarten are continued and extended in Grade I; adaptation of language games from Kindergarten games.

Story Telling and Dramatization: Continued and extended in Grade I; correlation with reading.

Rhythms and Games: Adaptation to word drills and reviews, manuscript writing, and informal work.

Handwork Projects: Continuation and extension of the projects of the Kindergarten Grade; correlation with reading.

OTHER COURSES REQUIRED FOR THE KINDERGARTEN-PRIMARY CERTIFICATE

The courses for the Kindergarten-Primary certificate in Composition and Literature, Arithmetic, Reading and Spelling, Manual Training, Needlecraft, Physical Education shall be the same as those for First Class certificates so far as these courses relate to the work prescribed for Grades I and II.

The courses in Writing, Art, Vocal Music, and Hygiene shall be the same as those for First Class certificates.

Books of Reference

Report of the Consultative Committee on Infant and Nursery Schools: The Board of Education, London, Eng.
Teacher's Guide to Child Development by California Curriculum Committee.
Blow: Mottoes and Commentaries of Froebel's Mother Play.
Poullson: In the Child World.
Peckstein-Jenkins: Psychology of the Kindergarten-Primary Child.
Inskeep: Child Adjustment in Relation to Growth and Development.
Symonds: Mental Hygiene of the School Child.
Morgan: The Montessori System Examined.
McMillan: Nursery School.
Johnston: Children in the Nursery School.
Foster-Headley: Education in the Kindergarten.
Lee: Play in Education.
Wellock: A Modern Infant School.
Melvin: The Activity Programme.
Wieking: Education through Manual Activities.
Russell: The Child and His Pencil.
Thom: Everyday Problems of the Everyday Child.
Sara Cone Bryant: How to tell Stories to Children.
McClintock: Literature in the Elementary School.
Cather: Educating by Story Telling.
Curry-Clippenger: Children's Literature.